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ABSTRACT

This paper discusses the use of paraprofessionals in the classroom. Section 1 examines the present situation, framing issues confronting the field with regard to training and utilization of paraprofessionals. It focuses on: distinctions in the roles and responsibilities of teachers and paraprofessionals; an analysis of duties performed by paraprofessionals in various settings; and a review of the state-of-the-art with regard to regulatory procedures and practices that have an impact on determining roles and functions of paraprofessionals, criteria for their employment, and standards for training and career mobility. Section 2 outlines future needs of the field, highlighting training and career development. The paper concludes that there is a need to gather data and conduct research about current roles and duties performed by paraprofessionals in various settings and to strengthen linkages between state departments of education, local education agencies, other provider agencies, institutions of higher education, and local chapters of professional organizations and unions. Four appendixes include: educational support personnel career development (teacher licensing and credentialing opportunities); paraprofessional regulatory/administrative policies and procedures; the paraprofessional credentialing system in Kansas, Maine, and Georgia; and contacts at state and local education agencies and institutions of higher education. (Contains 22 references.) (SM)

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Paraprofessionals In the Education Workforce

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Paraprofessionals In the Education Workforce

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for
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Introduction

At the core of various initiatives underway to improve the effectiveness of our nation's schools is the movement to empower teachers and enhance the status of the profession. Many of these efforts have centered on more fully involving teachers in determining education priorities based on the needs of their students, organizing schools, and allocating human and other resources.

Traditionally recognized roles of teachers are being redefined; they are becoming classroom managers with increasing responsibilities and accountability for improving student progress and the quality of education programs. In this current wave of education reform, a key element for enabling teachers to successfully take on these more complex functions is being overlooked by policymakers, education practitioners, teacher educators, and professional and employee organizations: the important, but under-appreciated role of a skilled paraprofessional workforce to assist teachers and other professional educators.

PARAPROFESSIONAL ROLES HAVE CHANGED OVER THE YEARS

Employment of paraprofessionals has grown steadily and their functions have changed dramatically since they were introduced into classrooms as teacher aides almost forty years ago. Their duties are no longer limited to recordkeeping, preparing materials, or monitoring students in lunchrooms and other settings. Paraprofessionals are active members of the teams that provide instruction and other direct services to students and their parents. In today's schools they are technicians who might be more aptly described as "paraeducators" just as their counterparts in law and medicine are designated as paralegals and paramedics.

The recognition of the potential value of paraprofessionals began in the 1950s when policymakers facing a post-war shortage of teachers began to look for alternative methods for providing education services. One of the

Virginia paraprofessional Sangthong Narapron draws on her own experience as an immigrant to help students at Bailey's Elementary School.

programs undertaken during that era was an effort supported by the Ford Foundation in the Bay City, Michigan, schools. Teacher aides were successfully recruited and trained to perform routine clerical, housekeeping, and monitoring chores that allowed teachers to spend more time on instructional tasks.

Computer aide Laura McIntyre works one-on-one with fourth grader Carlos Molina to help improve his writing skills.

Federal legislation in the 1960s and '70s designed to carry out the "War on Poverty" provided more significant impetus and support for the employment of paraprofessionals. Not only were Head Start, Title I and other compensatory and support services that relied on paraprofessionals as key members of the education team established, support for career development opportunities was also provided through federal initiatives. The passage of PL 94-142 in 1974 brought about another major surge in paraprofessional employment in order to provide individualized services for students with disabilities.

Despite increased reliance on paraprofessionals in roles that have become more demanding, all too frequently they are the forgotten members of the team. In the '60s and '70s there were concerted efforts by provider agencies and two- and four-year colleges to establish mechanisms and standards for selection, credentialing, and training aimed at providing career development opportunities for a skilled paraprofessional workforce. However, beginning in the early 1980s these efforts were "moved to the back burner," becoming afterthoughts in the public policy arena.

The purpose of this paper is to bring these issues back to the forefront. The first section is concerned with the present and frames the issues confronting the field with regard to the training and utilization of paraprofessionals. It includes the following topics:

- the distinctions in the roles and responsibilities of teachers and paraprofessionals;
- an analysis of duties performed by paraprofessionals in various settings; and
- a review of the state of the art with regard to regulatory procedures and practices that have an impact on determining roles and functions of paraprofessionals, criteria for their employment and standards for training and career mobility.

Part Two outlines future needs of the field. The four Appendixes provide additional resources for paraprofessionals.

Paraprofessionals In Education: The Present

Concerns and issues that first caused policymakers to turn to paraprofessionals to work alongside and supplement the functions of teachers still exist. In fact, many of the issues have become more pervasive. Several interrelated events have converged to make this an ideal time to refocus attention on determining appropriate roles for paraprofessionals in differentiated staffing arrangements, their deployment, supervision and management, and opportunities for training.

These events include:

- The various efforts underway to improve the quality and productivity of education by restructuring education systems and practices.
- Federal and state legislation requiring public schools to provide education to all children and youth without regard to the cause or severity of disability.
- Increased demands for support services for expanding numbers of economically and other disadvantaged students who are at risk of failure and ultimately dropping out for myriad reasons.
- The ongoing shortages of professional practitioners—particularly with regard to recruiting and retaining teachers from racial and ethnic minorities.
- The fact that few states and local education agencies (SEAs, LEAs), institutions of higher education (IHEs), professional organizations and unions are working together to find ways to improve the utilization, training and retention of a skilled paraprofessional workforce.

Special education aide Stan Ventillie gives student a lift. Ventillie got interested in special education when his sister, Karine, became a special education teacher.

While federal funds supporting many education programs that relied heavily on paraprofessionals were reduced during the 1980s and their numbers have never reached the 1,000,000 mark projected by some, the use of paraprofessionals has continued unabated into the '90s. Determining exactly how many paraprofessionals are currently employed in early childhood, elementary and secondary education nationwide is not an easy task. A recent survey of the 50 chief state school officers, conducted by the National Resource Center for Paraprofessionals in Education and Related Services (NRC), indicates that there are more than 400,000 paraprofessionals working in general, compensatory and special education programs administered by LEAs nationwide. More than 200,000 of these are employed in special education programs.

Paraprofessional Irma Lott (right) works with two students in an after-school program called Safe Haven. Lott's also a founding member of the Springfield Education Association.

Data are approximate because not all states collect information and maintain a database about the paraprofessional workforce. In addition, these numbers contain little information about paraprofessionals employed in Head Start and other private and public early childhood education programs. And while some states reported on the numbers of paraprofessionals employed in school libraries, computer labs, and programs serving increasing numbers of students who are medically fragile, most did not. For all of these reasons, the number of paraprofessionals working in public schools and other education provider agencies is probably nearer to a minimum number of 500,000.

OPPORTUNITIES INCREASING FOR PARAPROFESSIONALS

Current use of paraprofessionals is primarily attributable to federal legislation, including: Chapter 1 of the Education and Improvement Act; PL 94-142 (now referred to as the Individuals with Disabilities Act [IDEA]); and PL 99-457 which amended PL 94-142 and required school districts to extend service to young children with disabilities ages 3-5. These Congressional mandates, in tandem with increased enrollment of students with limited English in all levels of public education and the move to provide individualized education, community learning environments and supported employment programs for adolescents with disabilities, are spurring the employment of paraprofessionals in each of these highly labor intensive programs. In addition, more and more school districts are moving to extend after-school services to children whose families require affordable childcare. Therefore, new employment opportunities are opening for paraprofessionals.

The Roles Of Paraprofessionals

Observations in classrooms, conversations with teachers and paraprofessionals, and analysis of in-service training and community college degree programs conducted by the NRC for Paraprofessionals, indicate that paraprofessionals participate in all phases of the instructional process and provide other direct services to students and their parents.

For the most part, the increased use of paraprofessionals and the assignment of more demanding duties has taken place in a vacuum. New or revised procedures have not been implemented to improve their deployment, training, management and career development. In fact, paraprofessionals' roles and duties have not been redefined and training and management systems have not been reassessed by most school systems and SDEs in more than two decades. As a result:

- Differentiated staffing arrangements that recognize the distinctions in the roles of teachers and paraprofessionals are not always clearly established.
- Job descriptions have not been revised to reflect the duties and functions of paraprofessionals in classrooms and other education settings.
- Distinctions and similarities in the skills and knowledge paraprofessionals require to work in different levels of paraprofessional positions or specific program areas have not been reassessed.
- Training programs, when they do exist, rarely provide a continuum of experiences that include structured on-the-job coaching, in-service training and access to flexible academic degree programs.
- In most states, criteria or regulatory procedures have not been established to certify that paraprofessionals have mastered the skills they require to perform their assigned tasks. Further, most certification or licensing systems promulgated in the late '60s or early '70s do not recognize the evolution in the roles of paraprofessionals.
- Few joint efforts exist among IHEs, LEAs, SDEs and professional/employee organizations to develop undergraduate and graduate programs that will attract and support paraprofessionals in their efforts to become teachers.

Paraprofessional Rose Pratt helps teach English as a second language at the Wyoming (Michigan) Community Education Center.

The Roles of Teachers

It is not possible to identify the roles of paraprofessionals or specify appropriate duties and tasks for them without first discussing the roles and responsibilities of teachers and other professional practitioners in classrooms and other education settings.

While teachers and paraprofessionals perform some tasks that overlap, especially in the area of technical skills (e.g. gathering data about student performance, maintaining records, providing direct instruction, implementing behavior management and disciplinary programs, and more), it is teachers or other professional staff members who are responsible for evaluating data, diagnosing needs of individual and groups of students and prescribing the programs to meet the identified needs. Teachers are also responsible for evaluating the effectiveness of instructional methods and assessing the impact of the program on student progress and performance.

And increasingly, it is teachers who are responsible for planning, scheduling and directing the work of paraprofessionals and other support personnel such as volunteers and peer tutors. In sum, teachers have become managers of both the education process and human resources who serve as facilitators of student programs and learning.

SUPERVISORY AND MANAGEMENT TASKS PERFORMED BY TEACHERS

Tasks performed by teachers to effectively integrate paraprofessionals into the instructional team and supervise their work may include:

- Planning, scheduling and assigning specific duties for paraprofessionals based on their work experience, level of training and demonstrated competency to perform a task;
- Directing and monitoring the day-to-day work of the paraprofessionals;
- Delegating appropriate tasks to paraprofessionals;
- Using effective communication and problem-solving techniques to reduce interpersonal or other problems that may occur in the classroom;
- Providing feedback about the paraprofessional's on-the-job performance; and
- Planning and providing structured on-the-job coaching based on the identified training needs of the paraprofessionals.

To perform these duties, teachers require a knowledge of district policies with regard to employment, roles and duties, placement, evaluation and training of paraprofessionals.

Defining the Terms: What Is A Paraprofessional?

Paraprofessionals are not "mini-professionals." The term paraprofessional itself is illustrative of their roles. They work alongside, support and expand the programmatic and administrative duties of teachers and other professional practitioners.

Nationwide, there is no universally accepted definition for the term paraprofessional. Instead the roles of paraprofessionals are more likely to be defined by job titles. For example, paraprofessionals employed in general, compensatory and special education may have titles that include bus/playground/lunchroom aide, teacher aide, teacher assistant, instructional assistant, instructional paraprofessional. Paraprofessionals working in secondary education programs serving teenagers in vocational training and transition programs may have titles that include transition trainer or job coach. Paraprofessionals working in related services areas may have titles that include physical/occupational therapy assistant, speech/language/communication assistant, health aide, library assistant and more.

JOB TITLES DO NOT COVER ALL THE BASES

There are problems associated with using job titles to define who paraprofessionals are and what they do. Chief among them is that this approach relies on job descriptions that are usually one dimensional and, therefore, lead to assumptions that the duties and tasks performed by all paraprofessionals are pretty much the same. This in turn makes it difficult to develop functional job descriptions which serve as a foundation for hiring, deploying, supervising and developing comprehensive training programs. Further, using only job titles to differentiate areas of responsibility and tasks to be performed by paraprofessionals

Andres Eschavarria, a paraprofessional in the Oakland, California, early childhood education program, uses language differences to unite children as students and friends.

Delaware paraprofessional Dorothy Pauls works with students at Richardson Park Elementary School. She works well with teachers both on and off the job.

makes it almost impossible to identify the skills and knowledge paraprofessionals require to work in different levels of paraprofessional positions. And finally, recognition is not given to the distinctions in the nature or complexity of the skills needed by paraprofessionals assigned to various positions that can be used to develop viable career ladders.

Perhaps one of the most useful overall definitions of the term "paraprofessional" or "paraeducator" comes from the National Resource Center for Paraprofessionals in Education and Related Services:

> *Paraprofessionals/Paraeducators are defined as employees: 1) whose positions are either instructional in nature or who deliver other direct or indirect services to children, youth and/or their parents; and 2) who work under the supervision of teachers or other professional personnel who have the ultimate responsibility for a) the design and implementation of education and related services programs, and b) the assessment of the impact on student progress and other education outcomes.*

Analysis of tasks performed by instructional paraprofessionals employed in early childhood, general, special and compensatory education reveals that the duties they perform are more alike than different. For example, they tutor individual and small groups of students; observe and gather data about student performance; administer formal and informal assessment instruments; and more.

Differences occur in specific program areas. Paraprofessionals employed in transition and vocational training programs for teenagers who have disabilities work more independently than paraprofessionals assigned to Chapter 1, special education, or elementary classrooms. In early childhood and bilingual education, in addition to assisting children and youth, paraprofessionals work directly with parents and provide them with support and information they can use to facilitate their child's education.

Examples of Duties for Different Levels of Paraprofessional Positions

These examples might be used to develop job descriptions for different levels of paraprofessional positions.

ENTRY LEVEL

Duties for entry level paraprofessionals with titles of *teacher aide* or *playground/ lunchroom monitor* may include:

- Bus duty (e.g. assisting drivers and students with adaptive equipment and monitoring the physical welfare of students)
- Escorting students from classrooms to resource rooms and other programs
- Supervising playgrounds, lunchrooms, study halls
- Operating audio-visual and office equipment
- Recording attendance, maintaining records and other clerical tasks
- Assisting students with personal and hygienic care
- Preparing training materials and maintaining supplies
- Setting up and maintaining classroom equipment and learning centers
- Reinforcing lessons initiated by the teacher

LEVEL II

Duties for paraprofessionals with titles of *instructional assistant, teacher assistant,* or *communication assistant* may include:

- Tutoring individual students using instructional objectives and lessons developed by teachers or other professional personnel
- Assisting with supplementary work for students and supervising independent study
- Providing assistance with individualized program materials
- Administering formal and informal assessment instruments (spelling tests, etc.), scoring objective tests and written papers, and keeping appropriate records
- Assisting the teacher and other professional personnel by observing, recording and charting information about student performance, behaviors, learning styles
- Implementing behavioral management strategies—using the same emphasis and techniques as teachers and professional personnel
- Assisting teachers with crisis problems and discipline
- Assisting with the preparation of materials for use in specific instructional programs
- Attending IEP or staff meetings at the request of teachers or administrative personnel

LEVEL III

Duties for paraprofessionals with titles of *transition trainer/job coach* may include:

- Consulting with teachers or vocational specialists and assisting with the design of individualized transition and supportive employment or other vocational training programs
- Supervising students in community learning environments
- Selecting and using appropriate instructional techniques including reinforcement, cuing, prompting, modeling and fading
- Familiarizing employers and co-workers with the special needs of students
- Assisting students to learn good work habits and perform jobs as specified by employers
- Recording and sharing information about student performance and progress with supervisory personnel
- Maintaining records about student attendance and other information required by the district or employer

Sherry Schmuker works with students at the Orchard View Middle School in Muskegon, Michigan.

- Preparing students to live and work independently in the community by teaching them to use public transportation, shop, cook and perform other domestic tasks, and participate in social and recreational activities
- Serving as a liaison between the school and parents to support and assist parents to gain access to social, health and other human resources and to participate in their child's education

ANOTHER EXAMPLE OF A LEVEL III POSITION

Duties for paraprofessionals with titles of assistant teacher may include:

- Consulting with certified teachers and assisting with the design of individualized programs geared to the needs of students who are at risk for many reasons, including having limited English, having learning, physical or other disabilities, or being medically fragile
- Collecting and charting data and assisting the teacher in other functional assessment activities to determine a student's development level
- Selecting and using appropriate instructional techniques including reinforcement, prompting, modeling and cuing
- Organizing and scheduling classroom activities and maintaining a safe environment
- Serving as a liaison between the school and parents to support and assist parents to gain access to social, health and other human resources and to participate in their child's education

Training and Career Development

There are two important issues related to increasing opportunities for training and career development for the paraprofessional workforce. The first is to insure that paraprofessionals have the skills they require to effectively perform their assigned duties. The second is to encourage skilled and qualified paraprofessionals to join the professional ranks as one method for reducing shortages of teachers.

Although the duties and responsibilities of paraprofessionals are continuing to evolve and become more challenging, opportunities for training and career development have not kept pace. The results of a recent survey of chief state school officers conducted by the NRC for Paraprofessionals and other studies of employment practices in education and related services indicate that:

1) while paraprofessionals spend most of their time providing instruction and other direct services to students and/or their families, anywhere from 70 to 90 percent are hired without prior training;
2) few states have established criteria or guidelines for training paraprofessionals; and
3) most state and local education agencies have not developed systematic ongoing pre- and/or in-service programs for the paraprofessional workforce.

Training is usually highly parochial, does not recognize the distinctions in the training needs of paraprofessionals working at different levels, and is rarely part of a comprehensive system of career development that includes:

1) structured on-the-job coaching provided by teachers or other professional practitioners;
2) formal in-service sessions that supplement the training paraprofessionals receive on the job; and
3) opportunities for paraprofessionals to earn academic credit or enter professional preparation programs. (See Charts in Appendix B for information about training programs and/or standards in place in individual states.)

One of the most critical needs confronting service providers and teacher educators nationwide is the chronic shortfall in the availability of professional personnel. This is particularly true in connection with the recruitment and retention of teachers from ethnic, racial, and language minorities. Because paraprofessionals frequently represent high percentages of the racial, ethnic, and language minority groups living in their communities, they provide an excellent but untapped resource for meeting these needs. A few teacher education programs, with the support of federal and foundation funding, are beginning

Special education paraprofessionals in Lake County, Illinois, won a strong contract, thanks to a large, united and involved membership.

to (re)introduce programs to recruit paraprofessionals.

The 1993 National Education Association Representative Assembly passed a resolution establishing a clearinghouse for information on licensing and teacher certification programs for education support personnel (ESP) developed by NEA affiliates. The NEA Professional Standards and Practice (PSP) unit began to address this resolution by surveying NEA state associations and the 200 largest urban local affiliates to identify programs that support ESP advancement into the teaching profession. The results of the survey are listed in Appendix A (page 17).

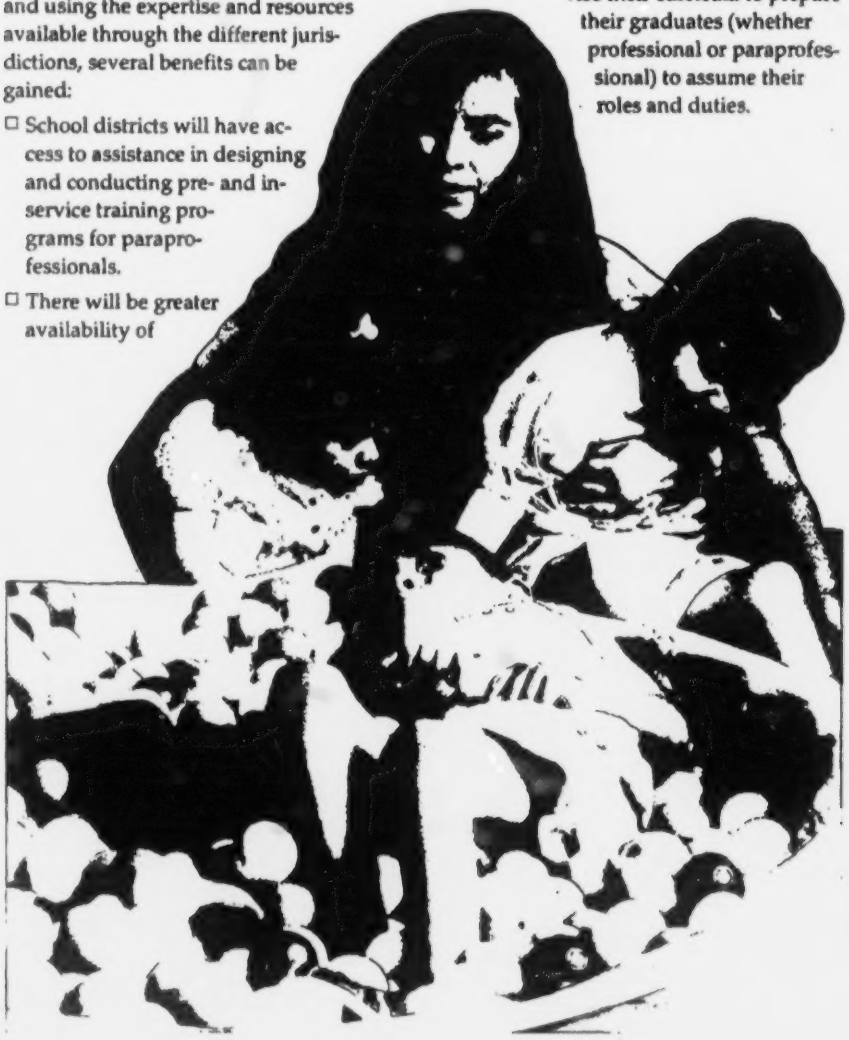
One state, Connecticut, has initiated a program to recruit and assist paraprofessionals to achieve teacher certification. A pilot program established by the California state legislature in 1991, designed to encourage IHEs and LEAs to develop cooperative programs to recruit paraprofessionals, was not implemented because of the recent budget crisis. There are also examples of career advancement programs in place in local communities. One of the newest and most comprehensive is underway in Cleveland. Despite these positive indicators, few opportunities for career development exist.

Paraprofessional Anna Cunningham reads a story to the kids.

The Roles of Institutions Of Higher Education

Among the most under-appreciated support systems available for developing training programs and incentives leading to career advancement for paraprofessionals are the resources available through two- and four-year institutions of higher education. Developing, implementing and maintaining comprehensive systems of career development is not an easy task. By undertaking collaborative efforts among SEAs, LEAs, community colleges, teacher education programs, professional organizations and unions, and using the expertise and resources available through the different jurisdictions, several benefits can be gained:

- School districts will have access to assistance in designing and conducting pre- and in-service training programs for paraprofessionals.
- There will be greater availability of paraprofessional personnel with the skills required to work in positions that are continuing to evolve.
- Paraprofessionals will have access to post-secondary education programs designed to meet their individual needs and to more readily achieve professional personnel status with the necessary skills if that is their personal goal.
- Curriculum designers in two- and four-year colleges will have greater access to information that will enable them to revise their curricula to prepare their graduates (whether professional or paraprofessional) to assume their roles and duties.



Paraprofessional Mercedes Barela helps special needs youngsters both on and off the job. Here, she works with preschoolers at a Las Vegas school.

Credentialing Procedures for Paraprofessionals

There is a growing recognition among policymakers and administrators in state and local education agencies, professional organizations and unions representing teachers and paraprofessionals of the need to develop standards for the employment of paraprofessionals, guidelines for advancement through paraprofessional positions, training requirements, and systems to provide opportunities for training and career development. One of the most controversial issues related to each of these policy issues is whether or not credentialing/licensing procedures should be developed for paraprofessionals.

Charlotte Brown, a paraprofessional and San Diego Educational Support Personnel president, led her members in a fight for better health benefits at a lower cost. Despite the odds, they won.

Credentialing—designed to certify that paraprofessionals have the skills required to enter a position or advance to the next level on a career ladder—is not a new idea. Currently, 11 states have criteria for hiring, training and advancement that they regard as credentialing systems. Most of these systems were developed in the late 1960s and early '70s and have not been revised since then. Thus they do not recognize the evolution in the duties of paraprofessionals over the last two decades.

The credentialing system in Vermont, one of the earliest, is no longer in effect. Louisiana's mandated competency-based system, established in the early '80s, is now left to local option. In the late 1980s, Georgia changed its credentialing mechanism to cover all paraprofessionals under a two-tier system. Maine (the latest state to develop a procedure) and Kansas have the most comprehensive systems. Both systems are three-tiered and contain specific training requirements for each of the steps. (See Apprendix C, page 29, for details on the credentialing systems in Georgia, Maine, and Kansas.)

Other states have chosen to develop administrative guidelines rather than more formal credentialing mechanisms. And many have not yet moved to adopt either system. No matter what system is in place, there are more differences than similarities in the standards covering utilization, educational and/or experiential requirements for employment, and criteria for training and career development. (The charts in Appendix B, page 22, have more complete information about credentialing mechanisms or administrative guidelines in effect nationwide.)

Advocates for developing new or strengthening current credentialing systems for paraprofessionals have identified four major benefits that will accrue:

- By setting standards and mandating specified levels of training and performance, credentialing would guarantee that paraprofessionals have the skills and knowledge required to perform their assigned duties.
- Effective credentialing procedures would be based on realistic viable opportunities for upward mobility on various levels of a paraprofessional career ladder, and therefore, would serve as an incentive for retaining skilled paraprofessionals.
- Credentialing would establish clear distinctions in the tasks associated with different certificate/permit levels, matching responsibilities with training/education and competency.
- Credentialing would serve as a method for providing formal recognition to the contributions paraprofessionals make to the delivery of instructional services.

Paraprofessionals in Education: The Future

While revenues from federal, state and local sources remain static, increased demands on the education system have fostered an environment of cutbacks and budget reductions. Despite these cutbacks, there are several indicators that the use of paraprofessionals will continue. And while there might be some concern that they will be used as "cheap labor" to replace teachers, that is not likely. Instead there are other factors that point to the need for the continued use of paraprofessionals.

For example, in the foreseeable future, a growing proportion of school age children will be drawn from families who live in poverty, come from ethnically diverse cultures and heritages, from teen parents, from single parent homes and from other backgrounds that place them "at risk." These children and youth—as well as students with learning, physical and other disabilities—need individualized attention and supportive education services, education strategies that are enhanced by paraprofessionals. Further, as policymakers at the federal, state and local levels, professional organizations, and IHEs continue efforts to improve the quality of education by restructuring the roles of teachers and involving them more fully in curriculum development and program management, paraprofessionals will be required to assist teachers to carry out their program and administrative functions.

On a lobbying trip, Delaware paraprofessional Delema Lott visited with her Congressman.

FOCUS ON PARAPROFESSIONAL DEVELOPMENT NEEDED

Because so little attention has been paid to the issues surrounding the training and utilization of paraprofessionals for so long, it is important for SEAs, LEAs, IHEs, professional organizations and unions to join forces to seek solutions that will improve the status, performance and retention of paraprofessionals. It is unlikely that permanent opportunities for training and career development will be in place by the year 2000 for the majority of the paraprofessional workforce. Indeed, based on past experience, it is highly possible that in many locales the job descriptions developed 20 or more

years ago and currently in use will still be in place at the turn of the century. And the questions of should we or shouldn't we develop credentialing mechanisms for paraprofessionals may still be unresolved.

This does not mean that there are not new frontiers to explore. There are—but to be prepared for them it is important to address the needs of the present and then to make decisions about how best to deal with the future.

SUMMARY

The most critical issues tied to the deployment, management, and preparation of paraprofessionals that need to be explored more fully by state and local education agencies in concert with institutions of higher education, professional organizations and unions can summarized as follows:

1) There is a need to gather data and conduct research activities about current roles and duties performed by paraprofessionals in various programs and education settings in order to provide policymakers, personnel developers and practitioners with information they can build on to:
   - Identify the distinctions and similarities in the skills paraprofessionals require to work in various levels of paraprofessional positions.
   - Develop job descriptions that are linked to differentiated staffing arrangements and that recognize the differences in duties performed by paraprofessionals assigned to different positions.
   - Define educational and experiential requirements for employment.
   - Establish ongoing comprehensive systems of career development that include structured on-the-job coaching, formal ongoing in-service training, and access to post-secondary education, based on personal career choices.
2) There is a need to strengthen linkages among SDEs, LEAs, other provider agencies, IHEs and local chapters of professional organizations and unions to:
   - Identify local needs connected with improving personnel policies and procedures that influence the deployment, performance, management training and retention of skilled paraprofessionals.
   - Develop cooperative efforts among the various groups to address these needs.

Appendix A

Educational Support Personnel (ESP) Career Development — Teacher Licensing and Credentialing Opportunities

NEA affiliates responding to a survey by the Professional Standards and Practice (PSP) unit identified the following ESP program activity. Staff contacts have been provided for each program. Please feel free to contact these individuals should you have questions or want additional information about a program activity.

PROGRAM

Arkansas Education Association
1500 West 4th Street
Little Rock, AR 72201
(501) 375-4611

PROGRAM ACTIVITIES

Under a desegregation plan submitted by the Little Rock School District in conjunction with other school districts (PCSSD and NLRSD), support personnel, specifically aides, are encouraged to pursue academic degrees for which money will be made available for reimbursement, etc.

CONTACT
Estelle Mathis, Deputy Superintendent
Little Rock School District
810 West Markham
Little Rock, AR 72201
(501) 324-2000

PROGRAM

Collier County Association of Educational Office & Classroom Aide Personnel (CCAEOCAP)
6710 Lone Oak Blvd.
Naples, FL 33942
(813) 592-7773

PROGRAM ACTIVITIES

Upon approval of the superintendent or his designee, the Board of Education will reimburse each employee the actual amount of tuition paid, not to exceed the resident tuition rate established by the Florida State Board of Regents, for each semester hour taken in an area related to the employee's current job assignment. The determination of "relatedness" is solely at the discretion of the superintendent or his designee, as per contract language.

There is an internal, organizational scholarship program which provides four $500 scholarship grants to current support staff employees who are working towards a degree in education. Grants are given on an annual basis.

CONTACT
Kenneth J. Etterman, Executive Director
CCAEOCAP
6710 Lone Oak Blvd.
Naples, FL 33942
(813) 592-7773

PROGRAM

Pinellas Classroom Teachers Association/Pinellas Education Support Personnel (PESPA)
650 Seminole Blvd.
Largo, FL 34649
(813) 585-6518

PROGRAM ACTIVITIES

Through bargaining, PESPA worked with the District to provide a paid educational leave for up to two years. The educational leave is designed to address the critical teacher shortage by assisting paraprofessionals who are seeking to fulfill A.A. degree requirements or training as a physical therapy assistant.

The employee is paid a monthly stipend and $750 toward tuition and/or books.

CONTACT
Dr. Ron Stone, Associate Superintendent for Human Resources
Pinellas County School District
301 4th Street, S.W.
Largo, FL 34649
(813) 588-6273

PROGRAM

DeWitt Wallace–Reader's Digest Pathways to Teaching Program

PROGRAM ACTIVITIES

The program recruits, screens and selects scholars, primarily minorities already employed by the board of education, providing them with a curriculum and creative scheduling designed to facilitate their graduation and subsequent professional certification. Support is made available through 80% tuition scholarships, orientation sessions, tutorials, cultural awareness activities, workshops, family support activities, networking, monitoring, editorial assistance and incentive awards. The program employs a coordinator, director, assistant/secretary, an instructional staff and two councils consisting of all three collaborative units. The grant, provided by the DeWitt Wallace–Reader's Digest Fund, will extend over a four-year period with efforts to perpetuate the program's existence beyond the funding cycle.

Additionally, to help American youth fulfill their education and career aspirations, the DeWitt Wallace–Reader's Digest Fund invests nationwide in programs to improve elementary and secondary schools, strengthen organizations and programs that serve youth, encourage ties between schools and communities and promote educational and career-related reform at the national level. Evaluation will be both internal and external and include ongoing monitoring of all aspects of the program. The overall outcome of the program is to better prepare teachers to work in urban environments.

CONTACT
Dr. Evelyn Dandy
Professor of Education
Armstrong State College
11935 Abercorn Expressway
Savannah, GA 31499
(912) 927-5281 / (912) 921-2342

PROGRAM

Des Moines Education Association
3116 Ingersoll Ave.
Des Moines, IA 50312
(515) 277-6271

PROGRAM ACTIVITIES

The Des Moines Education Association (DMEA) co-sponsors Career Opportunities Program 2000 with Des Moines Public Schools, Des Moines Area Community College, and Drake University. DMEA provides financial support, organizational support and publicity, and mentors for the program. The program provides the opportunity for minorities who are employed by the Des Moines Public Schools in ESP positions to earn a college degree and teacher certification. Support is provided in the form of reduced tuition, mentoring, and on-the-job encouragement. Successful graduates will be employed as teachers in the Des Moines District.

CONTACT
Dr. James Bowman
Drake University
2701 University Ave.
Des Moines, IA 50310

PROGRAM

Rockford Education Association
3600 E. State St., Suite 328
Rockford, IL 61108
(815) 398-0995

PROGRAM ACTIVITIES

"Grow Your Own Teacher" is a joint project involving the school district, the Association, and community groups. Although it is in its infancy, the project provides course offerings and paid scholarships to attend these courses.

CONTACT
Linda Spangrud
Early Childhood Teacher
District 205/REA
512 Fairview Ave.
Rockford, IL 61108
(815) 229-4230

PROGRAM

Jersey City Teacher Aides Association
2300 Kennedy Blvd.
Jersey City, NJ 07304
(201) 435-9272

PROGRAM ACTIVITIES

The Jersey City Teachers Aides Association negotiated a tuition reimbursement policy whereby teacher aides may take college courses toward teacher certification and receive reimbursement for tuition costs.

CONTACT
Barbara Giordano
President
Teacher Aides Association of Jersey City
2300 Kennedy Blvd.
Jersey City, NJ 07304
(201) 435-9273

PROGRAM

Old Bridge Education Association
2433 Highway 516
Old Bridge, NJ 08857
(908) 679-7651

PROGRAM ACTIVITIES

The board of education provides tuition reimbursement and salary credit for courses which are taken, including those that lead to a baccalaureate degree in the field of education.

CONTACT
Glenn R. Johnson, Association President
Old Bridge Education Association
2433 Highway 516
Old Bridge, NJ 08857
(908) 679-7651

PROGRAM

Education Support Employees Association
2950 E. Rochelle
Las Vegas, NV 89121
(702) 734-3665

PROGRAM ACTIVITIES

The school district's program has allowed the Education Support Employees Association to identify support personnel, primarily those in paraprofessional roles who have some prior college coursework, to complete the classes necessary to attain teacher licensure. The program was initially funded by monies from the state legislature to enhance ethnic minority representation in teaching positions.

Additionally, school districts provide opportunities for flexible scheduling of both work and classes. It allows for practicum experience in the school of regulatr assignment, often in classes where the employee works.

While the initial implementation of the project presented several challenges, the district remained committed to the concept. The district wanted to attempt something other than the traditional job fairs at universities and conferences. For the most part, the program has been very successful. Some in the original cadre are already teaching. Frustrations with the program could really be characterized as unrealistic expectations; e.g., completion of the program within 24 months by 100% of the cadre. Modifications are taking place now to assure that the second cadre will be more likely attain their degrees within the scheduled program.

In short, the Education Support Employees Association believes that such programs have tremendous potential to meet a variety of societal and educational needs. The programs require a lot of work, but are worth the rewards.

CONTACT
Tom Vassallo, Executive Director
Educational Support Employees Association
2950 E. Rochelle
Las Vegas, NV 89121
(702) 734-3665

PROGRAM

Washoe County School District
Reno, NV

PROGRAM ACTIVITIES

The Washoe County School District Teachers Association encourages businesses in the area to contribute towards scholarships for classified (ESP) employees to complete their eduction and enter into the teaching field.

CONTACT
Shirley Woods, Minority Recruiter
Washoe County School District
415 E. Ninth St.
Reno, NV 89502
(702) 348-0200

PROGRAM

Arlington Education Association
5691 Columbia Pike
Suite 100
Falls Church, VA 22041
(703) 379-3878

PROGRAM ACTIVITIES

Educational support personnel began the first full day of training on March 4, 1994. This ESP training includes child development, behavior management, multi-cultural education, and related health issues. In addition, the proposed school budget includes funding for additional training for 1994-95.

CONTACT
Marjorie McCreery, Executive Director
Arlington Education Association
5691 Columbia Pike #100
Falls Church, VA 22041
(703) 379-1650

PROGRAM

Education Association of Norfolk
Southern Office Bldg., Suite 219
Norfolk, VA 23505
(804) 588-8803

PROGRAM ACTIVITIES

The Education Association of Norfolk (EAN) believes that many ESP employees pursuing their teaching degrees will make excellent teachers. The EAN has encouraged many ESP members to pursue courses to obtain their teaching degrees or to enhance job performance. Currently, the Association awards a $250 scholarship to an ESP member actively pursuing a teaching career. The EAN team proposed that support personnel be paid $250 salary differentials for every nine college credits that enhance job performance. The Norfolk Public Schools agreed to reimburse up to $60 per semester hour for approved college courses for employees who have worked four or more years for Norfolk Public Schools. A grade of "C" or better is required and there is a limit of one course per semester. Also, classified employees can be reimbursed up to $35 per semester hour for approved community college courses for employees who have worked two or more years for NPS and receive a grade of "C" or better.

Norfolk Public Schools (NPS) agreed to full reimbursement of tuition costs for classified employees who have worked five or more years for NPS, are currently enrolled in a teaching degree program, student teaching in an NPS school, are willing to agree to work for NPS for at least two years following completion of their teacher certification. Reimbursement would be subject to the limitations previously stated and would be dependent on the need for teachers in the subject area for which the employee is seeking certification.

NPS will increase funding to provide additional staff development for classified employees.

CONTACT
Charlene Christopher, President
Education Association of Norfolk
Southern Office Bldg., Suite 219
Norfolk, VA 23505
(804) 588-8803

PROGRAM

Seattle Education Association
720 Nob Hill Ave. North
Seattle, WA 98109
(206) 283-8443

PROGRAM ACTIVITIES

In conjunction with Western Washington University extension, the Seattle School District has begun the "Seattle Urban Teacher Education Program." The program consists of four quarters of combination coursework and teaching internship that can result in a K-8 certificate. Expenses for the program are borne by the school district, in return for a promise to teach in the district. Students pay no tuition and need not quit their jobs in order to do student teaching. Substitutes are provided by the district. The program is open only to ESP employees of the Seattle School District, with an emphasis on the recruitment of minorities.

CONTACT
Dr. Alice Houston
Director Recruitment and Development
Seattle School District #1
801 4th Ave. North
Seattle, WA 98109
(206) 298-7228

PROGRAM

Spokane Education Association
230 E. Montgomery
Spokane, WA 99207
(509) 325-4503

PROGRAM ACTIVITIES

Spokane Education Association offers a $1,000 scholarship to selected classified members who wish to go into teaching program at a local college.

CONTACT
Jerry Hopkins, President
Spokane Education Association
230 E. Montgomery
Spokane, WA 99207
(509) 325-4503

PROGRAM

Washington Education Association
33434 Eighth Ave. South
Federal Way, WA 98003
(206) 941-6700

PROGRAM ACTIVITIES

The WEA sponsors the Warren G. Magnuson Scholarship which is given annually to an ESP member who is working towards teacher certification.

The parapro/secretary program is conducted jointly by the Washington Education Association (WEA), Seattle Education Association, and the Seattle School District. The program prepares classified employees in communication skills, classroom management and conflict resolution. Additional small sessions are planned on a range of critical issues in education. University credit is available to encourage continuing education towards a professional degree/certificate.

Additionally, the School Employee Effectiveness (S.E.E.) program is a staff development course designed to help ESP members gain communication and problem-solving skills when working with colleagues and students. Training components include: Skills for Understanding; Skills for Overcoming Resistance, Skills for Problem-Solving; Non-Verbal Communication and Humor; and P.O.W.E.R. Judgement–Win-Win Resolutions. Although this course is not specifically designed to help ESP members gain teacher certification, it helps members to gain information and skills which help them should they decide to pursue licensure.

CONTACT
Donna G. Dunning
Asst. Executive Director,
Instruction/Human Relations
Washington Education Association
33434 Eighth Ave. South
Federal Way, WA 98003
(206) 941-6700

Appendix B

Paraprofessional Regulatory/Administrative Policies and Procedures

The information in the charts in this Appendix is based on the results of a survey conducted by the National Resource Center for Paraprofessionals in Education and Related Services in 1991 and updated in 1994. Information in the charts answers questions about the following policy and/or procedural areas:

1. Does a state have a credentialing system for paraprofessionals?
2. Does the state have education and/or experiential guidelines for the employment of paraprofessionals?
3. Is the utilization of paraprofessionals mandated in any program?
4. Are paraprofessional duties specified by the state?
5. Does the state have a training plan or other mechanisms for preparing paraprofessionals?

PARAPROFESSIONAL REGULATORY/ADMINISTRATIVE POLICIES & PROCEDURES

State	Credentialing System	Employment Guidelines	Mandated Use	Duties Specified	State Training Plan
ALABAMA	Yes	Yes	No	No	No
	In effect since the early '70s for all paraprofessionals.	Included in certification guidelines.			SDE recommends that LEAs provide 30 clock hours of preservice training. SDE has developed content areas.
ALASKA	No	Yes	No	No	Yes
				SDE is in process of developing competencies for special ed. paras.	Currently left to LEAs. SDE guidelines recommend 6 hours of preservice training.
ARIZONA	No	No	No	No	No
					Handbook for para training in process of being developed by SDE.
ARKANSAS	No	Yes	Yes	No	No
		Standards in effect since early '70s.	In classes for students with multi-disabilities.		Training provided for spec. ed. paras by Ed Resource Center. State has started the process of developing training materials for spec. ed. paras.
CALIFORNIA	No	No	No	No	No*

*Guidelines for training are being developed based on legislation requiring SDE: 1) to recognize AA degrees as Certification (mechanism procedures are being pilot tested in two community colleges); and 2) to develop a career ladder for paraprofessionals designed to create flexible opportunities for advancement to professional ranks. Several projects will be funded and proposed projects must be conducted jointly by LEAs and teacher education programs. Because of the current budget crisis, because these projects are currently on hold.

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PARAPROFESSIONAL REGULATORY/ADMINISTRATIVE POLICIES & PROCEDURES (continued)

State	Credentialing System	Employment Guidelines	Mandated Use	Duties Specified	State Training Plan
COLORADO	No	Yes	No	No	No
		Special Education			Instructional materials, resources, support service available from SDE.
CONNECTICUT	No	No	No	No	No*
*SDE has implemented a career development program in cooperation with schools of education tro recruit skilled paras to enter teacher training programs. Commissioner appointed a taskforce to study issues surrounding employment, training, certification, etc. of para-professionals. Report issued in 1990 — little has come of it because of the fiscal crisis that currently exists in the state.					
DELAWARE	Yes	Yes	No	No	No
	In effect since early 1970s.	Contained in credentialing system.			Training provided to Chapter 1 paras by local districts.
WASHINGTON, D.C.	No	Yes	No	Yes	Yes
				By program area.	Training provided by District staff to paras working in Chapter 1, special education and other program areas.
FLORIDA	No*	Yes	No	No	No
	*In the mid '80s a taskforce was convened for the purpose of developing policies and procedures to improve the performance of paraprofessionals. The recommendations of the taskforce were never implemented because of a lack of funding.	For Speech/Language assistants. For pre-K and early intervention assistants, state recognizes CDA Certificate.			State has funded 2 CCs and a Resource Center to develop AA Degrees, workshop and instructional materials for early childhood spec. ed. paras.
GEORGIA	Yes	Yes	No	Yes	No
	Two tier system applies to all paras in all programs. Revised in 1980s. *See Appendix C.	Credential includes guidelines.			Provided through Regional Resource Centers and LEAs.
HAWAII	No	No	No	No	No*
*There are collaborative efforts between the SDE and community colleges to prepare paras to work in Early Childhood education programs. In addition the SDE is currently exploring the need to develop a credentialing system linked to training for all paras.					
IDAHO	No	No	No	No	No
Standards for the training and employment of certified occupational, physical and speech therapy assistants have been established.					
ILLINOIS	Yes	No	No	No	No
	Applies to all paras. In effect since early '70s.				Resource materials for training spec. ed. paras developed by SDE in mid-1980s.

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PARAPROFESSIONAL REGULATORY/ADMINISTRATIVE POLICIES & PROCEDURES (continued)

State	Credentialing System	Employment Guidelines	Mandated Use	Duties Specified	State Training Plan
INDIANA	No	Yes	No	No	No
		Special Education.			SDE guidelines require LEAs to provide training to spec. ed. paras. State Division of Spec. Ed. has sponsored development of training materials for paras. Para training component also included in state sponsored initiative to train personnel to work in pre-school special ed. programs.
IOWA	Yes	No	Yes	Yes	No
	Proposed spring 1994.		Early Childhood Special Education programs.	In early childhood programs.	Support and resource materials available for early childhood programs.
KANSAS	Yes*	Yes	Yes	Yes	Yes
	3 tiered system in effect since mid '70s — applies to Spec. Ed. only. *See Appendix C.	Contained in state plan.	Several Spec. Ed. program areas.	Contained in state plan.	Preparation of LEA trainers, resource material, and other services provided by the SDE are linked to permit system.
KENTUCKY	No	Yes	Yes	No	No
					In early 1980s SDE developed an outline for training program for paras.
LOUISIANA	No	Yes	Yes	Yes	No
	3 tiered system developed in early '80s in response to regulatroy mandates. No longer in effect statewide. Currently local options prevail.		Special Education programs.	Local option based on competency based system developed by state.	SDE has developed competency based training materials based on 3 tiered system for spec. ed. paras.
MAINE	Yes*	Yes	No	Yes	Yes
	3 tiered system for all paras identified as Education Technicians. *See Appendix C.	Contained in credentialing system.		In permit system.	LEAs provide level of training specified by permit system and in materials developed through SDE funded project for Spec. Ed. paras.

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PARAPROFESSIONAL REGULATORY/ADMINISTRATIVE POLICIES & PROCEDURES (continued)

State	Credentialing System	Employment Guidelines	Mandated Use	Duties Specified	State Training Plan
MARYLAND	No	Yes	No	Yes	No
				Locally for Spec. Ed., Chapter 1 and other programs.	Baltimore City Schools have an extensive training and career ladder program for all paraprofessionals covered as public employees.
MASSACHUSETTS	No	No	No	No	No
MICHIGAN	No	No	Yes	Yes	No
			Spec. Ed.	Spec. Ed.	
MINNESOTA	No	No	Yes	No	No*
			Early childhood programs.		
*Situation in flux. Task force representing SDE, Community Colleges, Univ. of Minnesota, NEA, AFT, AFSCME, local education agencies, gathering data about current utilization, training programs, personnel practices and more. Task force sponsors a statewide conference for paraprofessionals in general, special and early childhood education and adult services. A grant has been received from the federal government to develop a collaborative training program among community colleges and provider agencies.					
MISSISSIPPI	No	Yes	No	No	No
					State guidelines encourage LEAs to offer training.
MISSOURI	No	Yes	Yes	Yes	No
		Spec. Ed.	Spec. Ed. and Chapter 1.		Chapter 1 reimburses districts. SDE reimburses districts for spec. ed. para training. Instructional materials available through Educ. Resource Center.
MONTANA	No	No	No	No	No
					Statewide training needs assessment undertaken for Spec. Ed. in 1991. Committee working on developing policies.
NEBRASKA	No	Yes	No	Yes	No
		Contained in administrative guidelines.		Administrative guidelines define appropriate duties for paras.	Training guidelines have been set for Spec. Ed. paras. UN-Lincoln prepares teachers to provide OJT for paras.
NEVADA	No	No	No	No	No

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PARAPROFESSIONAL REGULATORY/ADMINISTRATIVE POLICIES & PROCEDURES (continued)

State	Credentialing System	Employment Guidelines	Mandated Use	Duties Specified	State Training Plan
NEW HAMPSHIRE	Yes	Yes	No	No	No
	3 tiered system in effect since 1971.				Provided by local districts. Guidelines established by SDE and linked to cert. system.
NEW JERSEY	No	Yes	No	No	No
		State requires LEAs to develop job descriptions and certify that paras meet local qualifications for employment.			
NEW MEXICO	Yes	Yes	Yes	No	No
	Licensing proces in effect since early '70s — 2 levels. Also recognized OT and PT therapy assistants. Albuquerque P.S. are developing career ladder.		Kindergarten, grades 1 and 2, depending upon class size and spec. ed.		Albuquerque public schools have structured in-service linked to CEUs available from UNM.
NEW YORK	Yes	Yes	No	No	No
	In effect since early '70s. 2 tiered system.				NYC public schools have a career ladder for all paras earning Prof. Cert. SDE suggests that LEAs provide a minimum of 8 hours of in-service training annually.
NORTH CAROLINA	No	No	Yes	No	No
			All K–3rd grade classes have paras.		Local option.
NORTH DAKOTA	No	No	No	No	No
General needs assessment underway statewide. Minot State University has received a grant to assist the SDE to develop a career ladder linked to systematic in-service training and post-secondary education.					
OHIO	Yes	Yes	Yes	No	No
	In effect since early 1970s for all paras.		Spec. Ed. only.		Training for spec. ed. paras offered through SDE funded Educ. Resource Centers. Other paras trained by local districts. Cleveland has a training program tied to career advancement.
OKLAHOMA	No	Yes	Yes	Yes	No
		Spec. Ed.	Spec. Ed.	Spec. Ed.	Resource and instructional materials developed by state for Spec. Ed. paras.

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PARAPROFESSIONAL REGULATORY/ADMINISTRATIVE POLICIES & PROCEDURES (continued)

State	Credentialing System	Employment Guidelines	Mandated Use	Duties Specified	State Training Plan
OREGON	No	No	No	No	No
					Several IHEs, both 2 and 4 year, offer pre- and in-service training for paras.
PENNSYLVANIA	No	Yes	Yes	Yes	No
					SDE encourages LEAs to provide training. Philadelphia and Pittsburgh have structured in-service for all paras. Several intermediate units provide training to spec. ed. paras.
RHODE ISLAND	No	Yes	Yes	Yes	Yes
					General Guidelines for in-service training recommended by SDE.
SOUTH CAROLINA	No	Yes	Yes	Yes	Yes
			Kindergarten/spec. ed.		Guidelines for training set by state.
SOUTH DAKOTA	No	Yes	No	No	No
		Gen. and Spec. Ed.			
TENNESSEE	No	No	Yes	No	No
			All Basic Skills Programs.		
TEXAS	Yes	Yes	No	Yes	No
	Applies to all paras. In effect since early '80s — local options prevail.				Guidelines for training set by state.
UTAH	No	No	Yes	No	No*

*In response to legislative mandate, a three year project was initiated in 1992 to develop and pilot test competencies, guidelines for managing, and systems for training paras. The project is being conducted by the Univ. of Utah – Logan through a contract with the SDE.

VERMONT	No	No	No	No	No
	A system was in effect from 1973-82. Only requirement now is that paras work under direct supervision of a certified teacher.				Guidelines and model for training spec. ed. paras being developed by University of Vermont.

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PARAPROFESSIONAL REGULATORY/ADMINISTRATIVE POLICIES & PROCEDURES (continued)

State	Credentialing System	Employment Guidelines	Mandated Use	Duties Specified	State Training Plan
VIRGINIA	No	No	Yes	No	No
			Pre-school programs for children with disabilities.		Community colleges offer training that is recognized by some districts.
WASHINGTON	No	Yes	No	No	Yes
					Statewide training effort using standardized instructional materials is underway. Seattle has created systematic programs to recruit paras into teacher education.
WEST VIRGINIA	No	Yes	No	Yes	No
	SDE has developed standards for new title of paraprofessional that builds on teacher aide and assistant positions.	Includes guidelines for supervision.			
WISCONSIN	Yes	Yes	No	No	No
	Spec. Ed. only.				
WYOMING	No	Yes	No	Yes	No
		General and Spec. Ed.			Districts are reimbursed to provide training.

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Appendix C

Paraprofessional Credentialing Systems in Kansas, Maine and Georgia

The Kansas Paraprofessional Permit System

The Kansas Statewide Permit System was developed in the late 1970s in response to a legislative mandate. It applies only to paraprofessional personnel employed in special education programs administered by local school districts. The permit defines a "special education paraprofessional" as an employee who is permitted to perform instructional tasks. The possession of a paraprofessional permit indicates that the school district is providing necessary training for the skills needed by the special education paraprofessional. This is similar in concept to the way a teaching certificate denotes training in preparation for a teaching position.

The permit level (I, II, or III) defines the extent of training a paraprofessional has had. It allows paraprofessionals to attain proficiency beyond an entry level. The standards and requirements for the individual permit levels are:

LEVEL I

The requirements for a Paraprofessional I permit are participation in at least four in-service sessions totaling at least 20 clock hours of in-service training per school year. (The local education agency may choose to substitute all or part of the above requirements with an equivalent amount of appropriate college coursework taken during the school year. Any paraprofessional, without prior experience as an instructional paraprofessional, shall receive a Paraprofessional I permit after participation in 20 clock hours of in-service training.)

LEVEL II

The requirements for a Paraprofessional II permit are:

a) two years experience as an instructional paraprofessional;

b) completion of 30 semester college hours of approved academic work, an equivalent of 450 clock hours of approved in-service training, or a combination of each of the two totaling 450 clock hours; and

c) participation in at least four in-service sessions totaling at least 20 clock hours of in-service training per school year.

LEVEL III

The requirements for a Paraprofessional III permit are:

a) three years experience as in instructional paraprofessional;

b) completion of 60 semester college hours of approved academic work; an associate degree from an approved training program for instructional paraprofessionals from a vocational technical school; equivalent 900 clock hours; and

c) participation in at least four in-service sessions totaling at least 20 clock hours of in-service training per school year.

In order to advance to a higher level, a paraprofessional shall verify successful completion of the requirements stipulated under each previous permit.

The Maine Certification System for Paraprofessionals

The Maine Certification System for Paraprofessionals was developed in the 1980s. It applies to all paraprofessional personnel working in programs administered by local school districts. In addition to the training provided by local education agencies, efforts are currently underway to develop an AA degree program in community colleges that is linked to admission to teacher education.

LEVEL I: EDUCATIONAL TECHNICIAN

Function

The Level I Educational Technician may:

- review and reinforce learning previously introduced by the classroom teacher or an appropriate content specialist or assist in drill or practice activities
- perform non-instructional, non-evaluative function
- assist in the preparation of instructional materials or provide classroom management functions

Preparation

- high school diploma or equivalent
- introductory orientation training required within the first eight weeks of employment
- ongoing in-service training required—It is recommended that training address the following areas:
  - understanding the roles/responsibilities of the education technician
  - understanding the student with special needs
  - understanding the instructional process
  - understanding emergency, health and safety procedures

Supervision

- instructional duties directly supervised by the classroom teacher or an appropriate content specialist
- under general administrative supervision when performing non-instructional student related duties

LEVEL II: EDUCATIONAL TECHNICIAN

Function

The Level II Educational Technician may:

- perform all of the duties described in Level I and additionally
- introduce new learning pre-planned in collaboration with the classroom teacher or appropriate content specialist

Preparation

- two years of post-secondary education in an educationally related field
- three years of successful experience employed at Level I with documentation of training in the following areas:
  - understanding the roles/responsibilities of the Educational Technician
  - understanding the student with special needs

- understanding the instructional process
- understanding emergency, health and safety procedures

Supervision

- meets with teacher or an appropriate content specialist and receives instruction/directions on daily basis
- in class, may perform short-term instruction and classroom management activities under the direct supervision of the teacher or appropriate content specialist
- conduct one-on-one or small groups with professional supervision

LEVEL III: EDUCATIONAL TECHNICIAN

Function

The Level III Educational Technician may:

- perform all of the duties described in Levels I and II

Preparation

- an Associate's Degree from an approved program or
- five years of successful experience as an Educational Technician with documentation of additional training in the speciality area of employment.
- ongoing in-service training required in the speciality area of employment

Supervision

- meets with teacher or appropriate content specialist and receives instruction/direction on a regular basis
- may perform short-term instruction and classroom management activities with professional supervision
- may supervise small groups of students in community-based programs with professional supervision

The Georgia Auxiliary Personnel License Criteria

The Georgia Department of Education recently revised a credentialing process for paraprofessional personnel employed by local school districts that had been in effect for several years. The new procedures recognize two levels of auxiliary support personnel—Paraprofessionals and Aide. The State Department has established qualifications for employment for both levels, standards for licensing and renewal, evaluation criteria and procedures for verifying that eligibility requirements have been met. Local districts are responsible for designing and providing training using guidelines set by the state, maintaining employee records with regard to completion of staff development, and certifying that a person is eligible for licensure or renewal.

GUIDELINES FOR THE PARAPROFESSIONAL POSITION

The Department of Education defines a Paraprofessional as: A person working in a support position under the supervision of the classroom teacher(s). The paraprofessional has some decisionmaking authority limited and regulated by the professional. The major responsibilities and duties assigned to paraprofessionals may include but not be limited to the following functions:

A. Instructional Activities

1. Conduct small group or individual classroom activities based on lesson plans developed by the teacher.
2. Assist with supervision of students.
3. Assist with student assessment, grading work and tests, and collecting data on student progress.

B. Management Activities

1. Assist with routine recordkeeping.
2. Assist with the preparation of materials for instruction (including the copying/duplicating of materials, construction of displays/bulletin boards, learning centers, and manipulatives).
3. Locate, operate and return needed equipment.
4. Assist with classroom housekeeping.
5. Assist in the ordering and inventory of classroom equipment and materials.
6. Assist with schoolwide supervision, such as loading/unloading buses.
7. Other duties as assigned by the teacher.

Criteria for Employment and Licensing

Candidates for a position as a paraprofessional must have a High School Diploma or GED equivalent. Persons who meet the qualifications established for the paraprofessional position may be employed with *probationary status*. They shall have 10 clock hours of training during the first 30 days of employment. They shall complete 40 additional clock hours of training within the first calendar year of employment. Upon completion of 50 clock hours of training, a license with a five-year validity period shall be issued. Paraprofessionals employed on probationary status who do not meet the licensing requirements within a year may not be re-employed on a probationary status. Persons who complete a diploma program at a post-secondary technical institution in childcare or hold Georgia teacher certification in the field in which they are employed are exempt from the 40 additional clock hours of training within the first year of employment.

GUIDELINES FOR THE AIDE POSITION

In Georgia the position of Aide is defined as: An employee who works under the supervision of professional certified personnel. The aide takes no independent action and has no decision-making authority but performs routine tasks assigned by professionally certified personnel. The major responsibilities and specific duties assigned to aides may include but are not limited to the following functions:

A. Instructional Activities

1. Assist in the scoring of student tests.
2. Assist with registration, initial records, and assignment of materials for new students.
3. Assist the classroom teacher in securing, organizing, and administering make-up work for students due to illness.

B. Management Activities

1. Assist in the preparation of materials used for instruction.
2. Assist in the distribution of instructional materials.
3. Assist in the ordering and inventory of class equipment and materials.

4. Assist in the verification of student absences by phone contact with parents.
5. Assist in the maintenance of computer records and/or teacher records related to the instructional program and student progress.
6. Assist in the maintenance of permanent records and attendance registers.
7. Assist the principal/assistant principal in monitoring attendance, honor roll, outstanding students, and other programs that enhance instruction.
8. Assist in organizing field trip requests and handling follow-up arrangements.
9. Other duties as assigned by the supervisor.

Criteria for Employment and Licensing

Candidates for a position as an Aide must have a High School diploma or GED equivalent. Persons who meet the qualifications for an aide may be employed with *probationary status*. They shall have 10 clock hours of training within the first 30 days of employment. They shall complete 20 additional clock hours of training within the first calendar year of employment. Upon completion of 30 clock hours of training, a license with a five-year validity period shall be issued. Aides employed on probationary status who do not meet the licensing requirements within a year may be be re-employed on probationary status. Persons who complete a diploma program at a post-secondary technical institution in childcare or hold a Georgia teacher certification in the field in which they are employed are exempt from the 20 additional clock hours of training within the first year of employment.

PROGRAM CRITERIA FOR TRAINING FOR BOTH PARAPROFESSIONALS AND AIDES

Training and continued development programs may be provided by local school systems, area vocational technical schools, colleges and universities, or Regional Education Service Agencies. At a minimum, the training program for both positions shall include, but not be limited to, instruction in the following areas: 1) Orientation to school policies, safety and emergency procedures in effect in the district; 2) legal, ethical and professional responsibilities of educational personnel, the roles and responsibilities of a Paraprofessional/Aide; 3) licensing requirements; and 4) effective communication skills for interacting with students, co-workers and parents.

Additional training sessions for paraprofessionals should provide them with an understanding of learning styles and the basic needs of children; patterns and characteristics of growth and development; and an understanding of the differences among students with special needs. Persons assigned by the district to a paraprofessional position should also participate in formal in-service sessions that address the following topics: 1) orientation to media centers; 2) use and care of instructional materials and equipment; 3) a review of Georgia Department of Education curriculum guides, local school materials, system handbooks, and curriculum guides; 4) instructional strategies related to the grade level and content areas; 5) classroom management techniques; and 6) awareness of student assessment program.

The training program designed to prepare an employee to perform the duties assigned to an aide should include: 1) recordkeeping techniques; 2) the use and care of equipment; and 3) classroom procedures.

EVALUATION PROCEDURES

Following a probationary period of one year, performance evaluation shall determine the need for further training and/or recommend termination of employment. The guidelines established by the state require the local districts to carry out subsequent evaluations of personnel assigned to both positions annually.

Appendix D

Contacts at State and Local Education Agencies and Institutions of Higher Education

The following are names and addresses of personnel in state and local education agencies and colleges and universities that have an interest in issues that surround the training and employment of paraprofessionals. Individual contacts may change; however, the listed office can give you up-to-date contacts.

ALABAMA

State Dept. of Education Contacts:

Sharon A. Fox, Education Specialist
Compliance & Policy Development
Spec. Ed. Services, Dept. of Ed.
Gordon Persons Building
Montgomery, AL 36130-3901

Jayne Meyer
Assistant Director
Division of Professional Services
State Dept. of Ed.
Montgomery, AL 36130-3901

Comm. College and Univ. Contacts:

Samera Baird
Parent & Para Early Education
Interventionists
Dept of Rehab. and Special Ed.
1234 Haley Center
Auburn University, AL 36849

Harold Cormack, Project Coord.
Gadsden State Community College
Human Services
George Wallace Dr.
Gadsden, AL 35901

ALASKA

State Dept of Education Contacts:

None

Comm. College and Univ. Contacts:

Janice Schnorr
Chair, Special Ed. Dept.
School of Ed.
University of Alaska–Anchorage
Anchorage, AK 99505

Janis L. Johnson
Prince William Sound Community
College–Developmental Disabilities
P.O. Box 97
Valdez, AK 99686

Mo Sanders & Sandy Stephens
Kenai Peninsula Borough
School District
184 North Binkley
Soldotna, AK 99669

ARIZONA

State Dept. of Education Contact:

Julie Coosaway, CSPD Coord.
Ariz. Dept of Ed./Special Ed. Div.
1535 W. Jefferson
Phoenix, AZ 85007

Local Education Agency Contact:

Gene Thompson, Administrator
St. Michaels Ass'n. for Spec. Ed., Inc.
P.O. Box 100
St. Michaels, AZ 8651 1

ARKANSAS

State Dept. of Education Contacts:

Diane Sydoriak, Director, Special Ed.
Arkansas Dept. of Ed.
Room 105C #4, State Capitol Mall
Little Rock, AR 72201-1071

Jacquelyn Jones, CSPD Coord.
Arkansas Dept. of Ed.
Room 105C #4, State Capitol Mall
Little Rock, AR 72201-1071

Mary Kaye McKinney, Director
Early Childhood Program
Arkansas Dept. of Ed.
Room 105C #4, State Capitol Mall
Little Rock, AR 72201-1071

Kathy Balkman, Director
Arkansas Special Ed. Resource Ctr.
1405 N. Pierce #101
Little Rock, AR 72203

(Coordinator of training and materials development for paras working in early childhood and integrated general/special education programs.)

Local Resources:

Barbara Semrau
Focus, Inc.
2917 King St., Suite C
Jonesboro, AR 72401

(Trainer of paraprofessionals working in early intervention/childhood centers, transition and adult services, materials developers; close ties with community college personnel statewide, advocates for training and opportunities for career advancement.)

CALIFORNIA

Mary Sandy
California Commission on Teacher Credentialing
1812 9th St.
Sacramento, CA 95814

(Sandy is coordinating the development of model projects designed to recruit paraprofessionals to enter teacher education programs.)

Local Education Agency Contacts:

Paula Lovo
Ventura County Schools
465 Horizon Circle
Camarillo, CA 93010

Donna Schwan
East San Gabriel Valley Regional Occupational Program
Tutor Training & Guidance
1024 West Workman Ave.
West Covina, CA 91790

Elsa Brizzi, Consultant
L.A. County Office of Education
9300 East Imperial Highway
Downey, CA 90242

(Member of California Paraprofessional Taskforce and long time advocate for improving the status and career development opportunities for paraprofessionals.)

Other Key Taskforce Members:

Charlotte Brown
San Diego Educational Support Personnel
10393 San Diego Mission Rd.–#211
San Diego, CA 92105

Brian Gorman, Chair
California Para Taskforce
California School Employees Ass'n.
8217 Auburn Blvd.
Citrus Heights, CA 95610

Comm. College and Univ. Contacts:

Lynn Safarik
Undergraduate Transition Services Training Program
California State Univ.–Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840

(Coordinates efforts among CSULB, local community college programs, and Regional Occupation Programs operated by county and local unified school districts aimed at developing viable/meaningful career paths for paraprofessionals and students interested in entering the field.)

Joyce Hagan
California State Univ.–Northridge
Dept. of Special Ed.
18111 Nordhoff St.
Northridge, CA 91330

(Director of two federally funded projects. One is designed to train paraprofessionals to work in special education. The second is designed to develop opportunities for career advancement.)

Michael Genzak
Director
USC Latino Teacher Program
University of Southern California School of Education
Los Angeles, CA 90089-0031

(Genzak is director of a project funded by the Ford Foundation to recruit paraprofessionals in the professional ranks.)

Dearesteen Langdon
Cerritos College
Ed. Assistant Program
11110 Alondra Blvd.
Norwalk, CA 90650

Jane Koll
Alameda College Special Ed. Ass't. Program
Dept. of Arts and Letters
555 Atlantic Ave.
Alameda, CA 94501

Cheri Smith
Vista Community College
American Sign Language/ Interpreting
2020 Milvia St.
Berkeley, CA 94704

Robert Kerr
Modesto Junior College
Behavioral & Social Science
435 College Ave.
Modesto, CA 95350

Gatty Vail, Coord.
Napa Valley College
Health Occupations
Napa, CA 94558

Tom Humphries, Associate Dean
San Diego Community College
Special Ed. Cultural Complex
4343 Oceanview Blvd.
San Diego, CA 92113-1998

Meredith Grubbe, Dept. Chair
City College of San Francisco
Instructional Assisting Dept.
50 Phelan Ave.
San Francisco, CA 94112

Joann Greene, Director
Mission College Psychiatric Tech. Program–Applied Science
3000 Mission College Blvd.
Santa Clara, CA 95054

Shirley Edwards
Compton Community College
Early Childhood Development
1111 E. Artesia Blvd.
Compton, CA 90221-5393

Dr. Bernice Clayton
Sacramento City College
Early Childhood Education
3835 Freeport Blvd.
Sacramento, CA 95822

COLORADO

State Dept. of Education Contact:

Faye Gibson, Senior Consultant
Colorado Dept of Ed.
Special Education Services
201 E. Colfax
Denver, CO 80203

Comm. College and Univ. Contacts:

Sue Stuska
Front Range Community College
Early Childhood Education
3645 W. 112th St.
Westminister, CO 80030

Nancy French
University of Colorado–Denver
Campus Box 106
P.O. Box 173364
Denver, CO 80217-3364

Patty Lee
University of Northern Colorado
306 McKee
Greeley, CO 80639

(Formerly consultant on state dept. staff, has maintained interest in improving para performance and status. Serves as a coordinator of efforts among the SDES, LEAS, and IHES.)

CONNECTICUT

State Dept. of Education Contacts:

Alma Exley–Program Manager
Connecticut State Dept. of Ed.
P.O. Box 2219
Hartford, CT 06145

(Coordinator, Teacher Opportunities for Paraprofessionals (TOPS), state led initiative to recruit and prepare paraeducators to become teachers.)

Kathy Riggs
18 Leonard Farm Way
Wethersfield, CT 06007

(Original coordinator of TOPS program, now on faculty of St. Joseph's College–West Hartford and still very concerned about issues surrounding training of paras.)

Mary Beth Vautour
Connecticut Special Education Resource Center
25 Industrial Park Rd.
Middletown, CT 06457

FLORIDA

State Dept. of Education Contact:

Elizabeth DeVore
Florida Dept. of Ed.
325 West Gaines St.
Tallahassee, FL 32399-0477

Comm. College and Univ. Contacts:

Roberta Elliott & Sharon Halsall
Santa Fe Community College
P.O. Box 1530
Gainesville, FL 32602

Nancy Fredericks
Miami Dade Community College
Behavioral Sciences
11380 NW 27th Ave.
Miami, FL 33107

(Santa Fe and Miami Dade Community Colleges have been funded by Special Education Division of SDE to develop a curriculum to train paras to work in early childhood special education programs. Miami Dade Community College is developing video materials as well.)

Betsy Werre
Pensacola Junior College
Behavioral Sciences
1000 College Blvd.
Pensacola, FL 32504

Dr. Marilyn Lairsey
Hillsborough Community College
Human Services Program
Dale Malbry Campus
P.O. Box 30030
Tampa, FL 33630-3030

Myron Miller
St. Petersburg Junior College
Social & Behavioral Sciences
P.O. Box 13489
St. Petersburg, FL 33783

Betty Epanchin
Univ. of Southern Florida, EDU-472
College of Southern Florida
Tampa, FL 33620

(Coordinator of federally funded project to recruit paras to the professional ranks.)

GEORGIA

State Dept. of Education Contact:

Sharon Meinhardt, Coord.
Early Childhood Program
Georgia Dept. of Ed.
1952 Twin Towers East
Atlanta, GA 30334-5040

HAWAII

Bert Itoga
RISE Program
4967 Kilauea Avenue
Honolulu, HI 96816

IDAHO

Darroll K. Loasle, Assoc. State Superintendent
Idaho Dept. of Ed.
Jordan Office Bldg.
Boise, ID 83720

ILLINOIS

Local Education Agency Contact:

Linda Spangrud, Screening Coord.
Rockford Public Schools, Early Childhood Ed. Programs
512 S. Fairview Ave.
Rockford, IL 61108

(Developer of instructional program to prepare paraeducators to work in early childhood education. She has also brought together personnel from a community college, a four-year college and the Rockford Schools to develop a joint effort that will serve as a career path for paraeducators. While the project will focus primarily on early childhood paraprofessionals, it will be open to all paras employed by the district.)

Comm. College and Univ. Contacts:

Anne Donnersberger, Coord.
Moraine Valley Community College
Ed. Paraprofessional Program
10900 So. 88th Ave.
Palos Hills, IL 60465

Lyman (Bill) Boomer
Dept. of Special Education
Western Illinois University
Macomb, IL 61455

(Director of a federally funded project to train paras.)

INDIANA

State Dept. of Education Contact:

Gwen K. Chesterfield
8030 Warbler Way
Indianapolis, IN 46256

(Consultant to the State Department of Education to facilitate integration of students with special needs into general education.)

Local Education Agency Contact:

Margaret Schaller, Special Ed. Supervisor
South Bend Community Schools Corporation
635 S. Main St.
South Bend, IN 46601

(Advocate for local training programs and participant in statewide training program described below.)

Comm. College and Univ. Contact:

Gen Shelton
Institute for the Study of Developmental Disabilities
Early Childhood Program
2853 E. 10th St.
Bloomington, IN 47405

(Shelton is heading up another state funded project to develop video materials to train paras employed in early childhood programs.)

IOWA

State Dept. of Education Contact:

Joan Turner Clary
Iowa State Dept. of Ed.
Grimes State Office Bldg.
Des Moines, IA 50319

(Clary is a highly skilled early childhood specialist with extensive contacts in public schools, Head Start and other provider agencies. Clary facilitates the delivery of training for paraprofessionals and is involved in identifying emerging policy questions and strategies for improving the paraprofessional workforce.)

Comm. College and Univ. Contacts:

Susan Simon, Coord.
Kirkwood Community College
Human Services Program
6301 Kirkwood Blvd.
Cedar Rapids, IA 52245

(Strong, effective advocate for improving the status of paraprofessionals in the workforce and developing effective opportunities for career development.)

Mary Jensen
Ellsworth Community College
Ed. Psychology & Human Services
1100 College Ave.
Iowa Falls, IA 50126

KANSAS

State Dept. of Education Contacts:

Phyllis Kelly, Coord.
Education Outcomes
Special Ed. Administration
Kansas State Board of Ed.
120 SE 10th Ave.
Topeka, KS 66612

(Developer and implementor of Kansas Paraprofessional Permit System and Facilitator Training Model. Has good working relationships with KEA and other employee organizations. Has general responsibility for administering statewide efforts.)

Fran Lee
Special Education Administration
Kansas State Board of Ed.
120 SE 10th Ave.
Topeka, KS 66612

(Current coordinator of paraprofessional training and permit system.)

Local Education Agency Contacts:

Sydney Fitch Shepherd
Wyandotte Special Ed. Cooperative
3043 State Ave.
Kansas City, KS 66102

(Staff trainer, developer of in-service model linked to career advancement, and advocate for improving personnel practices that influence the training of paraprofessionals.)

Judy Dawson
Hays West Central Kansas
Special Education Coop #350
323 West 13th St.
Hays, KS 67601

(Chair, Kansas Association of Education Paraprofessionals, a statewide organization of paraprofessionals not affiliated with NEA or AFT.)

KENTUCKY

Comm. College and Univ. Contact:

Karen Middendorf
IHDI–University Affiliated Prog.
114 Porter Bldg.
University of Kentucky
Lexington, KY 40506-0205

(Primarily concerned with training direct service workers in adult services. Advocate for training and career advancement.)

LOUISIANA

State Dept. of Education Contact:

Virginia Beridon
Louisiana State Dept. of Ed.
Office of Special Ed. Programs
P.O. Box 94064
Baton Rouge, LA 70804-9064

(Paraprofessional maven in the SDE. In the early '80s she assisted with the development of Louisiana's competency based 3-tier certification system linked to a training program that was mandated by state regulations and is now a local option. Beridon stays on top of policy questions that influence the training and employment of paraprofessionals.)

MAINE

State Dept. of Education Contacts:

Joan Morin
647 Riverside Drive
RR1–Box 16
Augusta, ME 04330

(Currently on the MTA Board of Directors, maintains contact with the State Department of Education and local administrators statewide.)

Pam Rosen
Maine Department of Ed.
Augusta, ME 04333

State Dept. of Education Contact:

None

Local Education Agency Contact:

Dale Parker Brown, Director
Bureau of Special Programs/Chap. 1
Div. of Compensatory Education
Dept. of Program Implementation
City of Baltimore–Dept. of Ed.
200 East North Ave.
Baltimore, MD 21202

(Baltimore has a career ladder and training program designed to encourage paraprofessionals to earn BA and Masters Degrees in Education that has been in effect since the mid '70s.)

Community College Contact:

Vince Chillemi, Proj. Director
Dundalk Community College
Special Ed.
7200 Sollers Point Road
Baltimore, MD 21222

(Chillemi works closely with other colleges and universities as well as local education agencies in the Baltimore area.)

MASSACHUSETTS

State Dept. of Education Contact:

Mary-Beth Fafard, Assoc. Commissioner
Division of Special Ed.
Massachusetts Department of Ed.
1385 Hancock St.
Quincy, MA 02169

(In the 1970s and early '80s Fafard wrote several monographs concerned with issues surrounding the training and employment of paras. She has also conuthored a textbook on preparing teachers to supervise paraprofessionals and volunteers working in all levels and program areas of public school systems.)

Community College Contacts:

Bernice Morehead, Prog. Advisor
Berkshire Community College
Behavioral Sciences Dept.
West St.
Pittsfield, MA 01201

Professor Mary DiGiovanni
Northern Essex Community College
Mental Health Technical Program
Div. of Human Services & Health Professions
Elliott Way
Haverhill, MA 01830

MICHIGAN

Local Education Agency Contact:

Sandra Laham
Macomb Intermediate Unit
44001 Garfield Rd.
Mt. Clemens, MI 48044

(Advocate for training teachers to supervise and work more effectively with paraprofessionals. Also committed to improving the performance and status of the paraprofessional workforce.)

Comm. College and Univ. Contacts:

Satnam Singh Bhugra, Lead Instr.
Lansing Community College
Social Science 15
P.O. Box 40010
Lansing, MI 48901-7210

(The Lansing Community College program prepares paraprofessionals to work in early childhood, elementary and special education programs.)

Carol Kent
Developmental Disabilities Institute
Wayne State University
5980 Cass Ave.
Detroit, MI 48202

(The Developmental Disabilities Institute has initiated several major efforts to prepare paraeducators to work in special education programs. They are working directly with community colleges, local education agencies and other provider systems.)

MINNESOTA

State Dept. of Education Contact:

Barbara J. Stahl
Minnesota Dept. of Ed.
Comprehensive System of
Personnel Development
550 Cedar St.
St. Paul, MN

(Convener, Minnesota Taskforce on Training of Paraprofessionals. The Taskforce has undertaken several projects that include identifying special education para competencies, preparing a handbook for administrators and sponsoring a statewide conference for paras working in education and related human services. Members of the Taskforce include representatives of MEA, AFT, AFSCME, community colleges, local education agencies, and the Institute for Community Integration at the University of Minnesota, Minneapolis.)

Local Education Agency Contact:

Linda Garrett, Coordinator
St. Paul Public Schools
Office of Federal Programs
360 Colborne St.
St. Paul, MN 55102-3299

Key Taskforce Members:

Tom Buttrey
Hopkins ISD 270
2400 Lindburgh Dr.
Minnetoka, MN 55343

(Retired)

John Martin
1600 Madison Ave. #103
Mankato, MN 56001

(MEA staff)

Maxine Smith
St. Paul Public Schools
360 Colborne St.
St. Paul, MN 55102-3299

Andi Upin
Hutchinson Technical College
Two Century Ave.
Hutchinson, MN 55350

Teri Wallace
Institute for Community Integration
University of Minnesota
6 Pattee Hall, 150 Pillsbury Dr. S.E.
Minneapolis, MN 55455

(Long time advocate for improved/standardized training and opportunities for career advancement for paraprofessionals.)

Deb Knudson, Personnel Development
Wasoija Area Special Ed. Coop.
1749 Main St.
Zumbrota, MN 55992

MISSISSIPPI

Comm. College and Univ. Contacts:

Jimmy C. Smith
Hinds Junior College
3805 Highway S.E.
Pearl, MS 39208

Jane Siders, Director
University of Mississippi
Mississippi Univ Affiliated Program
S.S. Box 5163
Hattlesburg, MS 39401

MISSOURI

State Dept. of Education Contact:

Sharon Rusk, Asst. Director
Missouri State Dept of Ed.
PO. Box 480
Jefferson City, MO 65102

Local Education Agency Contacts:

Dianne Golden, Asst. Director
Raytown C-2 School District
10500 E. 60th Terrace
Raytown, MO 64113

(Formerly on staff of SDE–served as facilitator for various components of special education paraprofessional training activities.)

Sandra Goad, President
Missouri Assoc. of Paraprofessional Educators (MAPE)
4801 Lynch Rd.
House Springs, MO 63001

(MAPE is a statewide organization of paraprofessionals and is not affiliated with either NEA or AFT.)

Judy Cunningham
Special. Ed. Dissemination Center
University of Missouri
401 E. Stewart Rd.
Columbia, MO

(Provides instructional materials to LEAS, conducts statewide conference for paras. While paras from all programmatic areas are invited, the primary focus is on special education. Publishes a newsletter for paras that is distributed statewide.)

Community College Contacts:

Marlene Hanks
St. Louis Community College
Florescent Campus
15444 Clayton Rd., Suite 222
Ballwin, MO 63011

Mary Ann Price
St. Louis Community College
Forest Park Campus
9264 Bellefontaine Rd.
St. Louis, MO 63137

MONTANA

State Dept. of Education Contact:

Susan Bailey
Special Ed. Unit
Office of Public Instruction
State Capitol
Helena, MT 59620

(The SDE has completed a statewide training needs assessment for special education paras with the assistance of the Mountain Plains Regional Resource Center in Utah, and is currently determining what their next step should be.)

NEBRASKA

State Dept. of Education Contacts:

Carol McClain & Mary Ann Losh
Nebraska State Dept. of Ed.
Box 94987
Lincoln, NE 68509

Local Education Agency Contact:

Rebecca Breed
Director of Staff Development
Lincoln Public Schools
5901 O St.
Lincoln, NE 68501

Comm. College and Univ. Contacts:

Stanley Vasa
Dept. of Special Ed. & Communication Disorders
318J Barkley Center
University of Nebraska
Lincoln, NE 68583-0732

(Prepares teachers to supervise and provide on-the-job training for paras. Has developed technical assistance manual for administrators, and instructional materials for instructional paras. Has had several contracts with the SDE and grants from OSEP-USDE.)

Brad Thiel, Coordinator
Southeast Community College
Human Services
8800 O St.
Lincoln, NE 68570

Guy Wylie
Western Nebraska Community College–Human Services
1601 E. 27th St., NE
Scottsbluff, NE 69361

Robin Measchenfreund, Karen Baird & Katie Brode
Central Community College
Human Services
P.O. Box 1024
Hastings, NE 68902-1024

NEW HAMPSHIRE

State Dept. of Education Contact:

Stephanie Powers
Off. of Education Innovation
Concord Center
10 Ferry St.
Concord, NH 03301

Local Education Agency Contact3:

Martha Eshoo
AGH Model Day Care Project
Lancaster School
Millville St.
Salem, NH 03079

(Coordinator, early childhood paraprofessional training program developed in collaboration with local school system. AGH, a private not-for-profit agency, has been funded to implement a career development model to enhance the performance of paras working in integrated general and special education programs for school age children.)

Michael Mezzochi
11 West Hollis Rd.
P.O. Box 672
Hollis, NH 03049

(Administrator in local school district and adjunct professor at Notre Dame College in Manchester, NH.)

NEW JERSEY

State Dept. of Education Contact:

None

Comm. College and Univ. Contacts:

Berminna Solem
Gloucester County College
Human Development
Tanyard Rd.
Sewell, NJ 08080

Mary Moynihan
UAP, Broadwood 2
45 Knightsbridge Road
P.O. Box 6810
Piscataway, NJ 08855

NEW MEXICO

State Dept. of Education Contact:

Kathryn Joy
New Mexico Dept. of Ed.
Special Education Unit
300 Don Gasper
Sante Fe, NM 87501-2786

Local Education Agency Contacts:

Theresa Mariano & Darlene Chemey
Gallup-McKinley County Schools
1100 East Aztec Ave.
Gallup, NM 87201

Comm. College and Univ. Contact:

Ginger Blalock
Univ. of New Mexico–Special Ed.
College of Ed. 223
Albuquerque, NM 87131

(See "Additional Resources" for other contacts in New Mexico.)

NEW YORK

Local Education Agency Contacts:

Patricia Dyer
5A11, CEC
New York Education Department
Albany, NY 12234

Barbara Preslay
217 Lark St.
Albany, NY 12210

(Paraprofessional and member of NEA New York.)

Mary Watts
Board of Cooperative Ed. Services
41 O'Connor
Fairport, NY 14450

(Paraprofessional and trainer.)

Comm. and Senior College Contacts:

Iris Sutherland
LaGuardia Community College
31-10 Thomson, Room E300-Q
Long Island City, NY 11101

William Smithers, Coord.
Fulton Montgomery Comm. College
Social Services
Route 67
Johnstown, NY 12134

Dr. Jacqueline Stuchin, Chairperson
Bronx Comm. College Special Ed.
W. 187th St. & University Ave.
Bronx, NY 10453

Rebecca Donaghy
Jefferson Comm. College
Social Science
Outer Coffren St.
Watertown, NY 13601

Gilbert Sweet
Coming Comm. College
Human Services
Spencer Hill Rd.
Corning, NY 14830

Donna Blake
Genessee Comm. College
Social Science
College Rd.
Batavia, NY 14020

William Ebenstein
CUNY–Office of Academic Affairs
535 E. 80th St.
New York, NY 10021

Deborah Shanley
Medgar Evers College
The City University of New York
Brooklyn, NY 11225

(See "Additional Resources" for other contacts in New York.)

NORTH CAROLINA

State Dept. of Education Contacts:

Fred Bears
North Carolina Dept. of Ed.
301 North Wilmington
Raleigh, NC 27601-2825

Richard White
Dept. of Teaching Specialties
University of North Carolina
Charlotte, NC 28223

(White has an extraordinary history and commitment to improving the status and performance of parapro-fessionals that started in Indiana and has continued in North Carolina. One of his current concerns centers on recruiting paras to the professionals ranks.)

Comm. College and Univ. Contacts:

Donald B. Street
Nash Comm. College
Public Services
P.O. Box 7488, Old Carriage Road
Rocky Mount, NC 27804-7488

Margaret French
Pitt Community College
Human Services
P.O. Drawer 7007
Greenville, NC 27834

George Baroff
Univ. of North Carolina–Chapel Hill
DD Training Institute
431 W. Cameron Ave., 194-H
Chapel Hill, NC 27514

Bradford Reynolds
Central Piedmont Comm. College
Human Services
Box 4009
Charlotte, NC 28204

NORTH DAKOTA

State Dept of Education Contact:

Jan Schemke, Coord.
Dept of Public Instruction
State Capitol–10th Floor
Bismarck, ND 58505

Comm. College and Univ. Contact:

Demetrios Vassiliou, Director
Developmental Disabilities Training
Program, Dept. of Special Education
Minot State University
500 University Ave. West
Minot, ND 58702

(Currently working with State Dept. of Education to develop para training program including academic/continuing education credits for in-service training, an AA Degree with provision for transfer of credits to BA/Masters Program. This model will be based on a successful program in place for direct service staff working in rehabilitation and residential provider systems. It will utilize the results of a statewide needs assessment conducted to identify knowledge and skills required by paraprofessionals.)

OHIO

Local Education Agency Contact:

Elizabeth Hagton, Director
Special Education Division
Dayton Public Schools
2013 West 3rd St.
Dayton, OH 45417

Community College Contacts:

Dr. Judith Skyllingstad, Asst. Prof.
Handicapped Services
Sinclair Community College
Child & Family Education
444 West 3rd St.
Dayton, OH 45402

Norma Zimmerman
Terra Technical College
Early Childhood Ed.
1220 Cedar St.
Fremont, OH 43420

Martha Schleinitz
Edison State Community College
Human Services
1973 Edison Dr.
Piqua, OH 45356

(See "Additional Resources" for other contacts in Ohio.)

OKLAHOMA

State Dept. of Education Contacts:

Rebbie Wale, CSPD Coordinator
Oklahoma Dept. of Ed.
2500 N. Lincoln
Oklahoma City, OK 73105

Kay Spence
Special Education Services
440 S. Houston, Suite 202
Tulsa, OK 74127

Comm. College and Univ. Contact:

David Brooks
Community Based Services Programs
University of Oklahoma
1700 Asp Ave.–Bldg. 158
Norman, OK 73037

OREGON

Comm. College and Univ. Contacts:

Susan Larpenteur, Lead Instructor
Portland Community College
Education Dept.
Cascade Campus TH 234
12000 SW 49th Ave.
Portland, OR 97219

Patricia Tempinski
Blue Mountain Community College
Human Services
P.O. Box 100
Pendleton, OR 97801

PENNSYLVANIA

Much of the training and other activities connected with the employment of paraprofessionals are coordinated by regional education resource centers or the intermediate districts.

Local Education Agency Contact:

Michael Thew
Lincoln Intermediate Unit #12
P.O. Box 70
New Oxford, PA 17350

(Trainer and long-time advocate for improving the performance and status of paraeducators. While his primary focus is on special education, he would be a good resource for anyone concerned with developing and maintaining a comprehensive training program.)

RHODE ISLAND

State Dept. of Education Contact:

Diane Devine
RI State Dept. of Education
Office of Special Education
22 Hayes St.
Providence, RI 02908

(The state is beginning to respond to requests for assistance and information from LEAs about training procedures and personnel practices connected with the employment of paras.)

SOUTH CAROLINA

Comm. College and Univ. Contact:

Maggie Emery
Clemson University Dept. of Ed.
406 Tillman Hall
Clemson, SC 29633

(Emery moved to South Carolina in the fall of 1991. Prior to that she was in Missouri where she carried out several projects in cooperation with the SDE and Education Resource Center.)

TENNESSEE

Local Education Agency Contact:

Tom Moorehead
Rt. 19 Rays Gap Rd.
Knox County Schools
Knoxville, TN 37920

(Special education consultant, concerned with broad range of issues surrounding paraprofessionals.)

TEXAS

Comm. College and Univ. Contacts:

Betty Larson, Chairperson
San Antonio College
Child Development
1300 San Pedro Ave.
San Antonio, TX 78232

Martha Sautek, CSW-ACP
McLennan Community College
Mental Health/Substance Abuse Counseling
1400 College Dr.
Waco, TX 76708

Mary Tom Riley, Director
Texas Technical University
Institute for Child & Family Studies
Home Economics
P.O. Box 4170
Lubbock, TX 79409

J. Ursula Palmer, Prog. Coord.
Eastfield College
Social Science
3737 Motley Dr.
Mesquite, TX 75150

UTAH

Local Education Agency Contacts:

Jeff Rydalch
Hilda B. Jones Center
Granite School District
382 E. 3605 So.
Salt Lake City, UT 84115

Mary Butler
Davis County School District
20 North Main St.
Farmington, UT 84025

Comm. College and Univ. Contacts:

Alan Hofmeister & Marilyn Likins
Center for Persons with Disabilities
Utah State University
Logan, UT 84322-6800

(They have a contract with the SDE to develop competencies for paraprofessionals, standards for training and guidelines for a permit system to meet requirements of a legislative mandate.)

VERMONT

State Dept. of Education Contact:

Linda Whelan
Special & Compensatory Ed.
Vermont Dept of Education
120 State St.
Montpelier, VT 05602

Local Education Agency Contacts:

Jim Crosson
Office of the Superintendent, WSSU
Jacksonville, VT 05342

(Assistant Superintendent–working with a committee of teachers and others concerned with training and other issues connected with the employment of paraprofessionals.)

Mary McKeever
RFD 1, Box 282-B
East Montpelier, VT 05651

(Formerly assistant director of Kansas Facilitator Paraprofessional Model. Employed in Montpelier schools and is an advocate for para training. Has close ties with Pat Mueller and Paraprofessionals Training Project.)

Comm. College and Univ. Contacts:

Pat Mueller & Crystal Marble
Center for Developmental Disabilities
499C Waterman Bldg.
University of Vermont
Burlington, VT 05405

(Coordinate federally funded project to develop and implement a statewide training model for paraprofessionals. Have close ties with the state department of education and paraprofessionals across the state. In addition to sponsoring statewide conferences, they provide opportunities through local training activities for paraprofessionals to earn academic credit.)

VIRGINIA

Local Education Agency Contacts:

Melanie Yules, Coord.
Special Ed. Services
Norfolk Public Schools
800 E. City Hall Ave., Room 704
Norfolk, VA 23510

Florence Grasper
Supervisor of Planning
Norfolk Public Schools
800 E. City Hall Ave., Room 704
Norfolk, VA 23510

(Advocates for structured systematic training for paraeducators.)

Community College Contacts:

Gayle Wolfe, Assoc. Prof. of Psych.
Germanna Community College
Humanities, Social Science,
Developmental Studies
P.O. Box 339
Locust Grove, VA 22508

Ronald Ludwick
Lord Fairfax Community College
Continuing Ed. & Com. Services
P.O. Box 47
Middletown, VA 22645

Dixie Bowman, M .S.P.T.–Prog. Head
John Tyler Community College
PTA Program
Chester, VA 23831

WASHINGTON

Local Education Agency Contacts:

Joan Clair
Staff Development
400 S. W. 152nd St.
Seattle, WA 98166

Mark Barga
Olympic ESD #114
105 National Ave. North
Bremerton, WA 98312

Alice Houston
Seattle Public Schools
815 4th Ave.
Seattle, WA 98109

Comm. College and Univ. Contacts:

Pat Green, Coord.
Paraprofessional Project
Office of the State Board for Community College Education
319 7th Ave.
WEA Building, Mail Stop FF-11
Olympia, WA 98504

Kent Gerlach
Dept. of Education
Pacific Lutheran University
Tacoma, WA 98447

(Gerlach has the contract to develop the training materials to supplement the work of the Centers for the Improvement of Teaching.)

WISCONSIN

Community College Contacts:

Anne Rogers-Rhyme
Dept. of Public Instruction
125 W Webster Street
P.O. Box 7841
Madison, WI 53707-7841

Lori Mettel
Madison Area Technical College
Community Development Disabilities
Associate Program
211 N. Carroll St.
Madison, WI 53703

Carol May
Fox Valley Technical College
Service Occupations
1825 N. Bluemound Dr.
P.O. Box 2277
Appleton, WI 54913

Phyllis Jelich, Assoc. Dean
Milwaukee Area Technical College
Child Development
700 W. State St.
Milwaukee, WI 53283

Kathleen Russ
Gateway Technical College
Kenosha Health Services
1001 S. Main St.
Racine, WI 53403

Michael DeVoe
Western Wisconsin Tech. College
Community Development Disabilities
Associate Degree Prog.
304 N. 6th St.
LaCrosse, WI 54601

Mary Ann Spangler
Program Manager
Waukesha County Technical College
Home Economics
800 Main St.
Pewaukee, WI 53072

WYOMING

Local Education Agency Contact:

Doug Olsen
Natrona County School District #1
970 No. Glenn Rd.
Casper, WY 82681

(Advocate and trainer, coordinator of first statewide conference for paras in special, general and compensatory education. Also working with Casper Community College to establish para AA Degree program.)

Community College Contact:

Betty Crews
Dean of Outreach Education
Casper College
125 College Dr.
Casper, WY 82601

Additional Resources

The people listed in this section are school administrators concerned with opportunities for career advancement for paraprofessionals and leaders in AFT affiliates that have joined forces to develop training programs. I've included the districts that are currently actively engaged in these activities.

NEW MEXICO

Omar Durant
District Coordinator of Classified
Staff Development
Albuquerque Public Schools
Employee Resource & Renewal Center
Albuquerque, NM 87110

Frances Sanchez
Albuquerque Ed. Assistants Assoc.
1408 57th St., NW
Albuquerque, NM 87105

NEW YORK

James Fogarty, Director
Special Education Division
Board of Cooperative Ed. Services–2
15 Andrea Rd.
Holbrook, NY 11741

Arlene Barrest, Chair
Paraprofessional Unit–BOCES 2 Affiliate
NY State United Teachers and
Coordinator Para Training Model
40 Pine St.
Selden, NY #784

OHIO

Phyllis Benjamin
Professional Development Institute
Cleveland Public Schools
1380 East 6th St.–Rm. 511
Cleveland, OH 44114

New Person, Chair Para Unit
Cleveland Teachers Union
420 Standard Bldg.
Cleveland, OH 44113

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Pickett, Anna Lou (1989). *Restructuring the Schools: The Role of Paraprofessionals*. Washington, D.C. Center for Policy Research, National Governors' Association.

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Vasa, Stanley F., McClain, Carol H., Munchow, Martha A. (1989). *Tutoring in the Classroom*. Lincoln. Project PARA, University of Nebraska.

Vasa, Stanley F., Steckelberg, Allen L., Coleman, Jo Ellen (1987). "What Teachers Need to Know About Using Paraprofessionals: Higher Education's Role." A presentation to the 65th Annual CEC Convention. Department of Special Education and Communication Disorders, University of Nebraska-Lincoln.

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